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ABSTRACT

The four year Teacher Development Program in Ohio features inservice programs which are based on adult learning styles; the learning is self-directed, experiential, job-related, problem centered, and individualized. Staff development activities encourage participants to be actively involved, allow flexibility and freedom of choice, use a variety of instructional formats appropriate to the learning objectives, and reflect actual conditions of educators. The programs are ongoing, have both long- and short-range goals, and are supported and encouraged through board of education policy and administrative leadership. Common to all is a climate for growth in the school that encourages personal and professional development. The 374 Teacher Development projects throughout the state are diverse, but several feature such common elements as: planning committees, needs assessment, experimental programs, staff development teams, teacher-led staff development, clinical supervision, video tapes, resource centers, inservice credits, small-group staff development, individual plans, building-level programs, and newsletters. Program coordinators' reports and statistical profiles of staff development activities are included in this report. (JD)

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IMPACTS

A REPORT ON THE TEACHER DEVELOPMENT PROGRAM

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Ohio Department of Education
Columbus 1983

INSERVICE EDUCATION

SP 024 201

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Prepared by
Robert J. Mertz
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Office of Inservice Education

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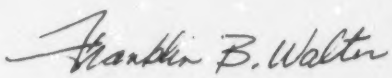
FOREWORD

The State Board of Education has identified 13 priorities designed to improve Ohio's schools during the 1980s. This report focuses on one of those priorities—strengthening teacher education and staff development—through an examination of the Teacher Development Program.

Although this program is only in its fourth year, educators from across the state confirm that inservice education is a major source for professional growth. This publication summarizes the first four years of the program from several distinct perspectives: promising practices, program coordinators' reports, and statistical profiles of staff development activities. The increases in knowledge, understanding, and skills of school personnel will enhance students' learning.

Staff development is a means for improving Ohio's schools. Through systematic planning and effective leadership, the Teacher Development Program is helping students throughout the state become better, more informed citizens.



Franklin B. Walter
Superintendent of
Public Instruction

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AN OVERVIEW OF THE TEACHER DEVELOPMENT PROGRAM

What is the Teacher Development Program?

The Teacher Development Program is a statewide effort to improve pupils' learning experiences by encouraging school districts to develop comprehensive plans for the inservice education of staff members.

The program enables educators, especially teachers, to refine their strengths and to gain new skills so they can better serve Ohio's students.

Why is inservice education important?

Inservice education, or staff development, is a major source for professional growth. To help students learn, teachers and administrators, like other professionals, need opportunities to increase their knowledge so that students' opportunities for learning are enhanced.

Inservice programs help educators to keep current with educational theory and research, to establish new teaching strategies, and to share proven practices with colleagues. Successful staff development programs produce better schools.

How is the program funded?

The program was funded by the General Assembly of the State of Ohio through appropriation item 200-527 of Amended Substitute Senate Bill 59.

The appropriation law states: "Teacher Development shall be used to provide assistance and financial subsidies to school districts for the development of inservice education programs."

What is the level of funding?

The General Assembly has appropriated one million dollars a year for the program. Due to Ohio's financial crisis, however, the specific allocation to school districts for each fiscal year has been as follows:

FY 1980	$989,275.35
FY 1981	$955,911.60
FY 1982	$894,569.96
FY 1983	$873,946.32

Who administers the program?

The Ohio Department of Education, Office of Inservice Education, is responsible for assisting school districts in their staff development efforts.

Who participates in the program?

Of Ohio's 664 school districts, which include joint vocational schools, 663 districts are participating.

Throughout the state there are 374 Teacher Development projects: 309 projects represent single school districts, and there are 65 cooperative projects. Typically, the cooperatives are coordinated through county boards of education.

The potential impact of the program statewide involves 115,641 certificated staff and 1,853,424 students.

What kind of inservice priorities have been identified?

During the past four years, over 100 priorities have been addressed through Teacher Development Program funds. Among the major needs which have been identified during the past school year, 14 areas have received special attention from school districts:

- Developing human relations skills
- Managing behavior problems
- Improving the use of diagnostic instruments
- Working with students with special needs
- Improving reading
- Developing written and oral communication skills
- Improving mathematical skills
- Developing curriculum materials or course of study
- Assessing learning styles and individualized instruction
- Working with talented and gifted
- Increasing staff motivation
- Managing stress
- Helping students deal with chemical abuse
- Developing computer literacy

One major aspect of the program's strength is its flexibility. As districts identify new needs for teachers or pupils, they can respond quickly with learning activities designed to meet the new priority. A good case in point is the recent attention given to microcomputers. Fifty-nine percent of the districts have begun awareness sessions and hands-on experiences so that teachers can help students become computer literate.

What are the results?

Eighty-nine percent of the school districts report positive changes and improvement as a result of the program. Districts indicate that teachers' attitudes have improved, that students' behavior in classrooms is better, that communications have become more effective, and that gains have been realized in teachers' classroom effectiveness.

Since students' learning gains are the ultimate goal of the program, it is significant that some districts that have devoted their inservice activities to the improvement of basic skills report that students' test scores are rising. Illustrative of this trend is a statement from the Elgin Local School District in Marion County: "Test results of the basic skills in May (1982) indicated the following grade equivalents: Second grade — 3.8; Third grade — 4.5; and Fourth grade — 5.9." Many districts are beginning to report similar results.

What other types of changes have occurred since the Teacher Development Program began?

As the program has evolved, the Office of Inservice Education has encouraged school districts to pay greater attention to evaluation and follow-up. Because school districts want to assure that the new learning gains make a difference in the classroom, more time is spent on guided practice; teachers and administrators sometimes serve as coaches so that new skills are refined and used in the classes.

Two other changes are also noteworthy. First, staff development planning councils have been formed in each quadrant of the state. These councils help the Office of Inservice Education to identify regional needs and priorities. Conferences and workshops can be collaboratively planned in a cost-effective manner because of the number of districts that participate.

The second major change involves a new working relationship with the National Diffusion Network. This federal program offers local schools a chance to adopt proven educational programs developed by classroom teachers. This link between federal and state inservice programs will enable students to benefit even more from high quality staff development programs.

How can I learn more about the Teacher Development Program?

This publication provides a summary of the first four years of the Teacher Development Program. Statewide trends in staff development, highlights of promising practices, statements by program coordinators, and regional planning councils' activities provide insights into how the program is enhancing educational opportunities for the boys and girls of Ohio.

PROMISING PRACTICES

The 374 Teacher Development Program projects throughout the state are tremendously diverse. The practices described, which constitute about 10 percent of the projects, illustrate successful approaches to staff development. But these representative practices cannot convey all the successes across the state, nor can they communicate the enthusiasm of teachers and administrators involved in the program.

Planning Committee Representation

The Trumbull County cooperative has a planning committee which involves teachers at every level of staff development. Sixty-four teachers, one from each school building in the cooperative, are responsible for assessing their colleagues' needs. As part of this responsibility, the teachers attend four training sessions and act as resource persons for their respective buildings. The teachers also serve as liaisons between their buildings and the planning committee.

To gain a wide representation of views on staff development activities, some districts have included parents and students on the planning committee. In the Logan-Hocking City School District, for instance, two community members, two students, and one member of the board of education assist teachers and administrators in planning and implementing programs. The committee uses interviews with staff members and randomly selected people in the community to help assess inservice needs.

Needs Assessment

The Elyria City School District conducts its needs assessment in three stages. First, a committee generates a list of perceived needs through a brainstorming session. Then a survey form is developed from the top six needs. The survey forms are distributed to a random sample of 200 teachers who represent all grade levels and schools in the district. After the survey forms are returned, the data are used to plan short- and long-range inservice programs.

Another successful needs assessment process has been organized by the Findlay City School District. The first stage of the assessment requires teachers to list future topics when they evaluate inservice sessions. The most frequently listed topics (usually about six) are consolidated in a survey instrument which is sent out to teachers. Results of this assessment are tabulated to create a second instrument. Teachers are then asked to designate subtopics of the major needs. Through this method, teachers identify department, grade-level, and building needs.

Experimental Programs

High school teachers in the Bellefontaine City School District have experimented with inservice meetings after school. Besides three inservice days per year, the faculty has designed a series of half-hour inservice presentations which occur once a week for eight weeks. These offerings change slightly with each new eight-week period. Some presentations are made by faculty members; others are conducted by people from outside the district. Teachers are encouraged to select at least two of the programs. Among the eight programs offered initially, topics included improving students' self-concepts, self-evaluation of teaching via videotapes, drug abuse, career education, reading in the content areas, and attitude assessment.

As a pilot program, the Cincinnati City School District has established a professional growth institute. The institute offers programs directly related to job performance as well as programs of general interest and personal growth. Employees are eligible for a stipend when they complete a course that involves job performance. Two 10-week terms per year are offered.

Any employee of the Cincinnati Public Schools is eligible to design and teach a course in the institute. But there are three stipulations: the course should be based on the district's need assessment data; it should conform to guidelines supplied by the staff development office; and it should include evaluation as a major component of the proposal. Each course proposed is assessed by a review board to assure quality control. Courses occur during the evenings, usually from 7:00 to 9:00 p.m.

The Akron City School District has developed an experimental program called the fifth-day concept. Intended to individualize inservice activities, the program began during the 1980-81 school year. Fifty-five elementary and secondary teachers participated in a variety of learning experiences: some attended conferences; some researched or developed learning materials; others made visitations. Principals, supervisors, and retired educators substituted in the teachers' classes. All the participants engaged in a half-day evaluation session. They completed written evaluations and participated in small-group discussions about the program. Evaluations indicated the program successfully met teachers' needs. The participants made suggestions for strengthening the program.

For the past three years the Morrow County cooperative has been experimenting with a "voucher system" for inservice activities. This system is an attempt to move away from the traditional countywide inservice day. The teachers wanted more flexibility in topics and activities. The administrators were concerned because inservice education was restricted to two days, had limited follow-up, and was not flexible enough to meet individual needs.

As a result, one day of countywide inservice programs (on a paid day) has been eliminated. Now teachers select six hours of inservice training during the school year. These six hours, which constitute the "voucher," must be completed aside from the regular school day. Teachers can earn the six hours of credit by attending some of the 25 mini-inservice sessions developed by the county, participating in local district or building inservice programs, enrolling in university courses, going to professional meetings, or selecting programs developed by the teachers themselves and approved by the building principal. Following the first year of the experiment, nearly 70 percent of the teachers in Morrow County voted to continue the program.

Variety, flexibility, and small-group interaction are characteristic of this voucher plan. The diversified inservice offerings and individualized programs have been positively received. Establishing a calendar of activities for over twenty countywide programs has created some difficulties in scheduling, but the program is meeting the needs of teachers.

Staff Development Teams

The Cleveland City School District has adopted a staff-led team concept. Under this approach, each school develops its own yearly plan for inservice activities. Although the primary concern has involved desegregation, the management process of planning, organizing, directing, and evaluating staff development could be useful for any ongoing staff development activities.

The staff-led team at each school is encouraged to have one team member for every 100 students. At least one member of each team is a parent; other members represent a cross section of the staff. All schools' inservice plans are based on a needs assessment, and they are evaluated by activity as well as by yearly reports. A staff development calendar outlines the year's agenda, including objectives, activities, resources, and follow-up.

The Greenhills-Forest Park City School District has created principal-led staff development teams at each school building. The intent is that inservice programs will have greater meaning for each building staff, and that building-level needs will be coordinated with district-wide priorities. The principal-led teams encourage staff involvement, program ownership, long-range planning, and the use of local resources. This approach emphasizes the sharing of ideas among staff members and the use of follow-up to ensure that inservice activities make a difference.

A systematic program for dealing with a student drug abuse in the Painesville Local School District (Lake County) has also used a team approach. Teachers, counselors, administrators, and transportation personnel are involved as members of a training team. The members of the team have been trained in intervention procedures and are active in the elementary and secondary schools.

As a consequence of the program, team members have developed a speakers bureau for educating the general public and for raising funds to combat drug abuse. The team has also initiated support groups to help keep students off drugs.

Teacher-Led Staff Development

In the Conneaut Area City School District, inservice education is conducted by the teachers themselves. Building committees are formed to determine needs and interests. Then teachers share their expertise with their colleagues and with teachers at other buildings. The sessions occur 30 to 45 minutes before or after school. Materials are improvised. No teachers receive stipends; they volunteer their knowledge.

At Nordonia Junior High School in the Nordonia Hills City School District, inservice programs are held once each month during regularly scheduled faculty meetings. Topics are planned for the entire year. A staff newsletter is used as an advance organizer. Both teachers and administrators suggest topics. Emphasis is placed on methods of follow-up after the monthly inservice sessions.

The Bucyrus City School District has also employed teacher-leaders for staff development in grades 7-12. One teacher from each department of the middle school and high school meets with the principal and invited speakers. These teachers are responsible for presenting inservice programs to members of their respective departments. They discuss methods to enhance instruction and learning.

The teacher-leader group and the departmental groups are small so discussion and demonstration are encouraged. Success is based upon small-group interaction, and teachers teaching teachers. Teachers have responded favorably to the format and to the practical classroom methods which have worked for their colleagues.

Many school districts report that staff development has flourished because of teacher-leaders. In the Four County Joint Vocational School District, for example, twenty-one teacher-leaders produced seven inservice meetings for the faculty. The meetings were rated highly.

A similar effort involving forty-seven teacher-leaders has proven beneficial in the Lima City School District. After participating in a summer workshop, the teachers conducted inservice meetings on behavior management techniques at their schools. Evaluations were enthusiastic.

In the Crawford County cooperative forty teachers and administrators instructed their peers in discipline techniques. The reaction has been excellent. Comparable results have been obtained by the Wayne County Joint Vocational School District. Using local teacher teams to provide inservice programs for colleagues has created more effective staff development programs.

Lancaster City School District also reports positive reactions. Teachers who have received inservice training serve as resident experts for their colleagues. These resource teachers lead inservice meetings and give individual help to teachers in their specific curriculum areas. Teachers helping teachers has been very effective.

Clinical Supervision

The Carrollton Exempted Village School District has adopted a clinical supervision plan for teachers. The plan consists of three phases: a pre-observation conference between the teacher and supervisor, classroom observation, and a post-observation conference. During the first phase the teacher and supervisor talk about the lesson plan's objectives, instructional strategies, and the materials to be used. During the observation phase the supervisor records behaviors of both teacher and students. During the final phase the teacher and supervisor identify patterns of behavior and discuss how the teacher can become more effective.

Through the clinical supervision plan, teachers have the opportunity for professional growth in a cooperative venture that creates a non-threatening climate, deals with specific teaching techniques, and provides feedback and follow-up to ensure success. Teachers' responses have been very favorable, and successful teaching strategies are being implemented.

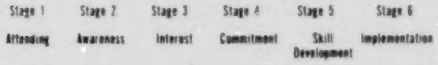
Video Tapes

The Delaware City School District has employed video tapes to help teachers assess their classroom skills. The program encourages teachers to observe their own teaching and to initiate a personal plan for improvement. Because the program is based on the individual's desire to strengthen classroom performance, teachers do not feel threatened. Consequently, there is a renewed enthusiasm and excitement about teaching. Teachers have found the video tapes to be an excellent source for improving their classroom instruction.

Video tapes have also been helpful in the Marietta City School District. In the elementary schools, inservice meetings are taped so that new teachers can become quickly acquainted with their schools.

An Inservice Continuum

The Montgomery County cooperative has created an inservice continuum to meet teachers' needs. Each of the six stages is designed for a particular level of expertise:



This continuum ensures that there is more than awareness among participants. Programs are organized so that as teachers move toward skill development and implementation, the activities are more highly structured and individualized.

The intent is to develop follow-up activities which aid teachers in adapting the new knowledge. By creating different techniques and activities related to the teacher's needs, the inservice continuum helps assure that teachers can participate in meaningful programs.

Resource Centers

Some districts have established staff development resource centers. The Princeton City School District, for instance, has an inservice center for instructional personnel. Supplemented by a professional library, the center fulfills three purposes. First, the center serves as a place where staff can exchange ideas and methods about teaching. Second, it provides a location where new materials can be displayed for an extended period of time. Third, it offers teachers space where they can develop classroom materials and work on special projects.

Inservice Materials

In the Alexander Local School District (Athens County), self-instructional modules have been designed to meet individual teacher needs. The modular system includes varied learning opportunities. There are modules on student skills, on how to interpret standardized tests, on instructional techniques such as questioning strategies, and on how to prepare instructional modules.

With each module, personal discussion and a review process are used. The modules are revised as needed, and teachers are beginning to construct new materials which can be used by others. A permanent collection of the modules is available for teachers' inservice needs.

The Stark County cooperative has also encouraged staff development through teacher-created instructional materials. Teachers identified ideas that have worked successfully in the classroom. These ideas were organized into instructional packets for use by teachers throughout the county. Staff development activities over the past two years have involved teachers in four phases as the instructional materials were developed: awareness, training, development, and utilization. Teachers helping other teachers has become an important part of staff development in the county.

Staff Development Proposals

A number of school districts have formulated guidelines so individuals or groups can apply for Teacher Development Program moneys. In the Dayton City School District, for instance, principals are encouraged to apply for funds to support building-level activities. The proposals are based on a district-wide needs assessment; funds may be used for stipends, consultant fees, or registration at conferences. Each proposal outlines a budget and identifies program objectives, participants, and resources. Each proposal also includes an evaluation plan based on the objectives.

The Wayne County cooperative uses a similar type of format for Teacher Development Program funds. Anyone employed by districts in the cooperative can apply to the Wayne County professional development committee, which consists of representatives from each district in the cooperative. Criteria for funding inservice proposals include five factors: the potential for improving student performance, the practicality of the proposal, the evidence of effective planning, the likelihood for improving teachers' skills, and the innovativeness of the proposed activity. Numerous projects have been funded since this format was introduced three years ago.

The Berea City School District has a staff development committee which assesses inservice proposals developed by individual staff members or by committee members. The committee encourages proposals from

all staff members, certificated and classified. Decisions about funding proposals are guided by the district's five-year plan for staff development.

Teacher grants are used in the Sylvania City School District. Teachers are encouraged to develop proposals for professional growth. Proposals are reviewed by the district's planning committee. The grants enable teachers to refine their skills through specialized study.

The Licking County cooperative invites teachers to develop inservice materials. The teachers responsible for creating the materials agree to share them with other teachers. The materials are disseminated throughout the county through a resource van.

The Columbiana County cooperative has a procedure so educators can obtain funds for individual or small-group professional development. To help personnel apply for the funds, the inservice council has written a publication which provides guidelines for writing the application, a list of funding criteria, and suggested areas for inservice activities.

Inservice Credits and Reimbursements

In the Hilliard City School District, the board of education has established a $300 salary increment for inservice credits. Each full-time, certificated employee is eligible for the inservice credit program. To qualify for the $300, the employee must obtain 10 units of inservice credit during a three-year period. A maximum of five increments may be acquired over a 15-year period. The inservice units must be attained outside the individual's regularly assigned working hours, and units cannot be gained during released time or extended service time. Units may be earned through college courses, independent or group study, and district inservice activities.

The Oakwood City School District has adopted an inservice credit program to augment the existing staff development programs. The district offers courses each semester which, if successfully completed, allow participants to receive money for the credits earned. The credit system is not part of the negotiated salary schedule. No credit points are given for college-credit programs or for activities during the regular work day. Instructors receive triple points for teaching the classes. A committee of teachers and administrators is appointed annually to evaluate the program and to plan new courses.

The Indian Hills Exempted Village School District has initiated a reimbursement program for staff development activities in approved college courses. Staff members are reimbursed for the cost of up to four semester hours per school year.

Small-Group Staff Development

The Upper Valley Joint Vocational School District uses "mini-inservice" programs. Small groups of eight to twelve teachers meet during the teachers' preparation period once a month for staff development sessions. The small-group format stimulates discussion on a variety of topics, and teachers' interests are addressed. Because the mini-sessions are held during the school day, there is no need for programs after school. The monthly meetings, which encourage the sharing of ideas, result in teachers losing one preparation period per month, but this does not cause a problem. The teachers like the small-group atmosphere and the diversity of inservice topics.

Individual Plans for Professional Growth

In the Troy City School District, each teacher writes an individual plan for his or her professional growth. The principal signs the plan and tries to help teachers meet their goals. Much of the district's inservice effort is designed to support the individual teacher's plans.

Building-Level Inservice Programs

The Fairfield City School District has adopted a building-level format for some inservice programs. The principal of each school creates a planning committee. The committees survey staff members and plan sessions based on colleagues' needs. Thus, the fall inservice program has become individualized. Each faculty has the opportunity to attend programs directly related to its interests and needs. Teachers' responses have been very positive. One faculty has provided a list of 32 new topics for future inservice meetings.

In the Hamilton County cooperative, building-level staff development has been promoted by allocating Teacher Develop-

ment Program moneys to each building. The apportionment is based on the number of students per building. Planning committees at each building determine how the moneys will meet the faculty's needs. This approach has yielded more effective needs assessments and follow-up activities.

Requests for Proposals

The Van Wert County cooperative has been using requests for proposals. After staff development priorities are identified, colleges and commercial organizations are requested to submit written proposals on how they could meet the inservice needs. The proposals provide a means of accountability and extend the inservice dollars.

Adult Learners

The Logan County cooperative has been modeling effective inservice practices. Active participation is strengthened through inservice formats such as role playing and group interaction. Activities are structured so that learning can occur over an extended period of time, ranging from a few weeks to several months. Local presenters are used whenever possible because of their credibility. Finally, small groups engage in guided individual study. Such methods appeal to adult learners.

Certificates of Recognition

One means for institutionalizing staff development is to recognize staff members' contributions. In the Erie County cooperative, certificates, printed by students, are awarded for contributions to inservice programs. The certificates are presented during student assemblies. Teachers and administrators appreciate the recognition. Students appreciate the efforts of educators to better themselves professionally.

Newsletters and Logos

Newsletters can be an excellent way of institutionalizing staff development programs. Not only do the newsletters provide information about upcoming inservice events, they also remind readers that professional growth is an integral aspect of school life. A number of districts, including Perrysburg Exempted Village School District, the Putnam County cooperative, and the Clark County cooperative, report that newsletters have helped teachers recognize the importance of staff development.

The Vandalia-Butler City School District employs a teacher-designed logo to identify staff development activities. As is the case with newsletters, the logo identifies staff development as a priority throughout the district.

Teacher Development Program Commitment

The state's commitment to staff development has been acknowledged in many districts. Increased awareness of the program helps educators perceive that their personal and professional growth is part of a statewide effort to improve teaching and learning. One means for achieving such awareness has been created in Scioto County. In the Scioto County cooperative, all Teacher Development Program activities are identified as being part of a state-funded initiative. Teachers recognize through this identification that staff development is an important, ongoing aspect of their profession.

Summary

Many districts have developed systematic plans for staff development. The practices described provide some insight into the types of inservice education that occur throughout Ohio. Despite the diversity among the programs, there are recurrent themes running through them that serve as a foundation for successful staff development.

First, the inservice programs are based on adult learing styles — the learning is self-directed, experiential, job-related, problem-centered, and individualized.

Second, staff development activities encourage participants to be actively involved, allow flexibility and freedom of choice, use a variety of instructional formats appropriate to the learning objective, and reflect actual conditions of educators.

Third, the programs are ongoing, have both long- and short-range goals, and are supported and encouraged through board policy and administrative leadership.

Finally, there is a climate for growth within the school that encourages personal and professional development. There is also a recognition that staff development can improve schools and increase student learning.

REPORTS FROM PROGRAM COORDINATORS

The people in school districts are best able to assess the impact of the Teacher Development Program. Presented below are representative comments about the changes in knowledge, attitude, and skills which have occurred as a result of the program.

"The teachers are eager to take an active part in our curriculum studies. There is a sense of personal pride in and ownership of the curriculum. There is increased and constructive communication among the various levels, that is, elementary, junior high and high school. There is increased awareness of one another's needs and responsibilities. We are working more as a 'system.' "

Beavercreek Local School District (Greene County)

"Attitudes toward inservice have improved significantly. The quality of the inservice programs offered teachers have been the major reason for this improvement. Attendance, participation, teacher comments, and teacher receptiveness to the inservice programs have been the major sources of measuring these changes in attitude. Teacher attendance at volunteer programs has been very good."

Holmes County Board of Education

"The individualized Teacher Development Program improved specific teaching skills. The most common skills were classroom management of small group instruction, human relations skills, and non-verbal behavior."

Clermont County Board of Education

"Consultants' and principals' visual and written observations and feedback from teacher participants indicate a positive change as a result of inservice activities provided by the Teacher Development Program."

Erie County Board of Education

"The emphasis during the past year was on providing teachers with skills in meeting the special needs of students (that is, single-parent homes, death, coping with change, handicapped students). The measurable changes in teachers were in two areas: psychological approach to students (tolerance, acceptance, awareness of needs) and instructional strategies."

Centerville City School District

"Teachers have been observed using the concepts and techniques developed in the inservice. Teacher morale and professionalism have been improved."

Ashland City School District

"The major impact of the Teacher Development Program was that curriculum development, revision, and implementation have become a continuous ongoing process."

Darke County Board of Education

"The major impact of the Teacher Development Program has been the implementation of ongoing planning for the inservice education of personnel. Interpersonal relationships have been improved, and teachers throughout the district are more sensitive to the need for cooperative planning to address staff development needs."

Versailles Exempted Village School District

"The Teacher Development Program has had a tremendous impact on the attitudes of our total staff. They have expressed feelings of involvement in planning for their needs. Other teachers have expressed a desire to be a part of the Inservice Council."

Edgewood City School District

"We had the opportunity to meet specific needs for the first time in years. It was no longer a simple case of one mass presentation a year but rather a compendium of things from which to choose."

Sidney City School District

"This program has afforded Painesville Township School District an opportunity to address the staff needs to a greater extent than was previously possible. Leadership skills were strengthened through self-examination and outside expertise. Our long-range district inservice program was also a product of the Teacher Development

Program, and this has resulted in specific goals that will benefit our school for years to come. The funds have enabled our district to train personnel for a school chemical abuse policy and procedure that will identify and support our students against this mind and body crippling disease. The impact from the use of our funds extends throughout our entire system and community."

Painesville Township Local School District (Lake County)

"The greatest impact of the Teacher Development Program was the change in attitude towards inservice programs. Inservice provided was optional to teachers, yet teacher turnout was fantastic. The grant has given us the opportunity to treat teachers as professionals which in the long run will lead to better teachers working with Ohio's children. Enthusiasm, interest in continuing further education, college courses offered in our district have all been the result of the Teacher Development Program. It has also helped further the idea of the basic skills emphasis."

Norton City School District

"Improved instruction, better understanding of needs of young persons, improved attitudes, and better content instruction are the results."

Huron County Board of Education

"New methods, techniques, and ideas presented during the inservice activities have been instrumental in providing a motivational force throughout the year."

Meigs County Board of Education

"There appeared to be more receptiveness in learning new techniques and knowledge as evidenced by greater number of teachers attending personal and professional growth courses on their own time."

Three Rivers Local School District (Hamilton County)

"Participants were made aware of, introduced to, and instructed in the use of microcomputers in the schools. Six times as many staff members and hundreds more students are using computers than previously."

Huron City School District

"Each of the participants is sharing his or her experiences with other staff members. The motivated are now doing the motivating."

Steubenville City School District

"Teachers now feel that there are resources which can further their professional development. This has helped develop and increase their positive attitudes toward finding solutions to problems."

Wilmington City School District

"An important result of the program was a change in attitude by teachers toward inservice activities. Their involvement in planning created a feeling of shared ownership which was a causal factor of a greater degree of intensity relative to participation. Thus, the activities became more meaningful and rewarding."

Jefferson County Board of Education

"Teaching patterns and habits show significant modification congruent with inservice program objectives. Many other educators have asked that particular sessions be conducted again so they can participate (enthusiasm is contagious). After-school meetings, particularly grade-level meetings, have continued. These have been conducted in the subject areas, within and between buildings and district-wide. Continuous positive verbal feedback has transpired regarding the district inservice programs this year."

Maumee City School District

"The most outstanding impact of the Teacher Development Program has been the legitimization of comprehensive staff development planning. This program has enabled members of the professional staff to define developmental needs and jointly plan appropriate programs. The categorical funds have been indispensable for assuring that sufficient resources are available to support these activities."

Mentor Exempted Village School District

"The most outstanding aspect of our program over the past two years has been the cooperation among teachers and administrators. Using the Assertive Discipline Prog-

ram as a springboard, a commitment has been made by everyone (superintendent, down) to have an effective discipline program and to provide the necessary support.

The results of having total backing and cooperation between the members of the staff underscores the importance of selecting topics of relevance and providing proper planning and follow-up."

Green Local School District (Summit County)

"The major impact of the Teacher Development Program has been the improvement of instructors' attitudes toward inservice activities. Prior to this concerted effort, inservice programs were merely tolerated as a necessary evil. However, with excellent planning and arrangements by the committee, inservice education has become a very positive experience. Hopefully, by changing attitudes, it will also alter teaching strategies and behaviors."

Ashtabula County Joint Vocational School District

"The staff has become aware of the value of programs previously not well understood, such as mainstreaming and assertive discipline. Also, inservice programs are not now viewed as a necessary evil, but as a positive function in which views of all the school community are shared and discussed."

Hardin-Houston Local School District (Shelby County)

"We have initiated programs K-12 to deal with positive student management. Our percentage of student attendance is up, more parents attend parent-teacher conferences, our suspensions and expulsions are down, and vandalism is almost non-existent."

Southwest Local School District (Hamilton County)

"Teachers are becoming more interested in and concerned with inservice programs. They are becoming convinced inservice activities are being planned and designed with them and their needs in mind. We are moving toward smaller, more targeted groups in our inservices. We are trying to involve more staff members as planners, organizers, and participants or leaders of inservice."

Greenfield Exempted Village School District

"The availability of the funds gave the Barberton teachers an opportunity to participate in several quality inservice programs. Teacher response to the programs conducted the past two years was very positive."

Barberton City School District

"The program has produced better teaching, better preparation and better dealing with problems."

Vanguard Joint Vocational School District

"The most important result of the inservice efforts has been the support provided to teachers in assisting them in improving their teaching strategies and techniques. Another significant contribution has been the knowledge gained regarding the importance of individual differences in learning styles. Also, enhancing teachers' awareness of the problems of special education students and how to deal with these problems represented still another important outcome."

Cambridge City School District

"Over the last two years teachers have had a positive attitude towards inservice. Teachers have implemented changes in the classroom in the areas of discipline, curriculum materials used, and self concept."

Fostoria City School District

"The Teacher Development Program led to the development of a new educational philosophy for the elementary schools. The philosophy was constructed as a result of the inservice sessions that dealt with the learner. An educational growth plan with planned objectives was developed for the schools to be gradually implemented the next three years. Staff attitudes and instructional strategies shifted to concentrate on how to maximize learner strengths. The staff has planned the teacher development sessions that are needed to help them operationalize their philosophy."

Fort Frye Local School District (Washington County)

"The primary impact of our Teacher Development Program was the realization by our entire school staff of the importance of continual professional growth by each staff member for the educational benefit of the children we serve. We realized no school system can improve or grow professionally unless each staff member assumes responsibility for his or her professional growth."

Delaware City School District

"There is a renewed interest in inservice. Building administrators consistently cited the inservice programs as accomplishments of the school year. Teachers report improved teaching on their part and improved self-image and behavior on the part of students."

Columbus City School District

"There is a renewed commitment to the idea that we are a profession, and we are responsible for improving the major portion of our continuing professional development."

Ottawa County Board of Education

"Teachers are more aware of the sequential nature of the curriculum and utilize adopted material with that knowledge as a basis for their instruction."

Monroe County Board of Education

"The availability of these funds has allowed the district to address more of the areas of need identified by staff and to utilize acknowledged 'experts' in the field to provide inservice."

Rocky River City School District

"As a result of the individual instruction activities, two elementary schools have made considerable progress in implementing Individually Guided Education. These programs are operating much more effectively as a result of the chance to better understand individualized philosophy."

Bowling Green City School District

"Our teachers are excited, our parents are pleased, and our students know that there will be specific behavioral expectations next year. This would not have happened without the assistance of the Teacher Development Program."

Bethel Local School District (Miami County)

"We never had organized teacher inservice activities before, because we just couldn't afford it. Therefore, through the program we are able to meet together as staff and administration and share our ideas and meet the needs in a better way for the students of our district."

Rolling Hills Local School District (Guernsey County)

"The most outstanding development of the inservice efforts was the unification of the community and the schools. The inservice moneys permitted teachers released time to plan together and to prepare instruction for parents and students. The spin-off effects of the teacher inservice resulted in the formation of a community education committee, with parents taking part in both planning and receiving the benefits of the inservice, as both teachers and parents worked together to plan instruction for children."

Alexander Local School District (Athens County)

"Because of the Teacher Development Program, our member school districts have been more cognizant of the need for systematic planning for staff development, and have begun to see staff development as more than a one-shot lecture. The most outstanding elements have been the development and implementation of the community resources project which identified support available in the greater metropolitan area in businesses and agencies not connected with the schools, but interested in serving the schools to provide resource people, sites for field trips, and free or inexpensive supplementary materials."

Franklin County Board of Education

"The results of the inservice activities have been varied. Teacher skills have improved as witnessed by classroom accomplishments. Attitudes toward learning problems have improved as well as cooperation among students, teachers, administrators, and parents. The inservice activities have also affected individual school's philosophy in the direction of basic skills, classroom management, and communication skills."

Paulding County Board of Education

"The demand for inservice has increased. Teacher planning (involvement) is becoming an integral part of inservice education."

Wood County Board of Education

"The major impact of the program seems to be that educators now see inservices as positive and productive."

Lucas County Board of Education

"The outstanding result of the Teacher Development Program was the yearlong inservice program for middle school teachers in teaching reading in the content area. A new principal working with his department heads was able to not only get the concept introduced, but actually see it put into practice. Standardized test scores at the end of the year were higher than in the past for 7th and 8th grade students."

Galion City School District

"We were given the opportunity and the needed funds to gear inservice activities to those areas in which teachers were actively interested. This has done much to cut teacher boredom, increase teacher awareness and responsibility, and develop the idea of teamwork throughout our district."

Harrison Hills City School District

"Positive attitudes towards inservice and a sincere interest in professional growth have developed."

Coshocton County Board of Education

"Programs for the gifted and talented have been developed throughout the curriculum, grades K-12. The number of discipline problems referred to the building principals has decreased. Teachers have developed materials in all subject areas to correspond to the student's learning style."

Barnesville Exempted Village School District

"Teacher attitude about the need for staff development has positively changed. Classroom discipline has improved. Awareness and implementation of new materials, methods, and ideas have increased."

Newark City School District

"All teachers are more aware of the needs of handicapped students as they participate in regular classes. Special education teachers are more understanding of the problem associated with mainstreaming. Discipline problems have been dealt with more effectively as a result of increased training."

Bellevue City School District

"We have had excellent inservice programs that we otherwise could not afford. Teachers and administrators have had a principal role in developing these workshops. It reinforces their professional attitudes to see their thoughts and planning come to fruition."

Mansfield City School District

"A local program for gifted students was started at the elementary level in 1980-81. The major impact of the Teacher Development Program has been to develop understandings about the purposes of this new program, to deal with identified students when they return to the regular classroom, and to recognize and deal with the special abilities of all students."

Pleasant Local School District (Marion County)

"Many teachers reported a new outlook and renewed vigor towards teaching in general and a more sincere effort to try to communicate with students."

Defiance County Board of Education

"The staff learned many techniques in how to motivate students, plan for classroom management, and help prevent teenage problems."

Fayette County Board of Education

"During the last two years, a heavy emphasis was placed on orienting teachers to meet individual student differences. This emphasis ranges from dealing with mainstreamed handicapped students, to 'regular' students and to gifted students. We now find, as reported by building principals, a much greater willingness among more staff to try to cope with individual student differences."

Clyde-Green Springs Exempted Village School District

"A far greater variety of activities has been available to meet the variety of needs that exist within a staff of nearly 300. The most outstanding impact is that through visiting with others, discussing common concerns, and finding new alternatives, they

have developed a more positive attitude toward students and their fellow professionals."

Chillicothe City School District

"Teachers trained in chemical dependency workshops are now utilizing their new knowledge to train other staff members and to work with students. The number of students worked with and the workshops presented to other staff members are increasing."

Kent City School District

"Discipline, instruction, rapport with students, and understanding of each individual's problems is very much in evidence. There appears to be a more professional attitude among staff members."

Tri-Rivers Joint Vocational School District

"The major impact of the Teacher Development Program in our school district was the intense workshop for ten of our English teachers on teaching reading in the content area. Our English Department is now more sensitive to the reading level of our students, and teachers are able to make better literature selections for their students based on some of the techniques they learned in the two-week session they attended."

Marion City School District

"Teachers have become more oriented towards improving parent-student relationships and more conscious of students' feelings."

Struthers City School District

"The program has provided the opportunity to assess the needs of the teaching and administrative staff. New research developments in such areas as effective schools, discipline, student behavior, and teacher motivational techniques have been presented through the program. Without these funds, such programs may not be possible."

Toledo City School District

"This program has had a profound effect on the constituent schools."

Henry County Consortium

"On the average, teachers' total scores were raised approximately 30 percent, and teachers felt the greatest gains in their ability to identify the gifted children in their classrooms and utilize the various aspects of 'the environment triad' curriculum model in planning appropriate activities for their talented and gifted students."

Richland County Board of Education

"Through inservice activities held at the building level, we have found that our staff members have become more involved in new activities that have helped to improve classroom learning. As a result of some inservice activities, we have been able to broaden our classroom teachers' awareness of student learning styles."

Campbell City School District

Summary

As the samples of program coordinators' reports demonstrate, the Teacher Development Program is making major differences in schools. Improvements in knowledge, attitudes, and skills are occurring throughout the state:

- 87 projects indicate improved attitudes and involvement in staff development
- 58 projects report better teaching
- 21 projects note better communication among staff members
- 15 projects point out that student behavior in classrooms has improved
- 7 projects indicate improvements in students' scores on standardized tests

Staff development can significantly enhance the teaching-learning environment.

REGIONAL COUNCILS

Professional services from the Office of Inservice Education are provided by four consultants who each coordinate the administrative and technical needs of approximately 95 Teacher Development Program projects. Each consultant has responsibility for one quadrant of the state *(Figure 1)*.

Figure 1. Consultants' Assignments and Quadrants

In April 1982 the Office of Inservice Education began organizing regional councils for staff development. Located in each quadrant of the state, the planning councils are a means for tailoring inservice activities to regional needs on a cost-effective basis. When a regional priority is identified, conferences and workshops to address that priority can be implemented at a relatively low cost per participant. Thus, school districts with similar priorities can share resources to produce effective staff development programs.

Drawing upon the expertise of staff development leaders within each region, the councils have initiated a variety of conferences and workshops for their regions during the 1982-83 school year. To enhance the benefits of regional activities, staff development programs are open to interested participants throughout the state. By June 1983, eleven regional conferences or training activities had occurred.

Although each council has its own fiscal agency and operating budget, there are six goals that the councils have in common:

- To assume a leadership role in creating a high level of awareness of the importance of inservice education.

- To conduct assessments of statewide planning and programming of inservice education.
- To assist school districts in the systematic planning of inservice education through the provision of professional services.
- To disseminate technical and support-related information through specially developed print materials.
- To facilitate communication about and the adoption of educational programs identified through the federally funded National Diffusion Network.
- To promote the professional growth of council members.

A brief summary of the councils' activities during the 1982-83 school year offers insights into how regional staff development is progressing.

Region 1

Council Members

Peter Antonoplos	Columbiana County Board of Education
Tim Baker	Medina County Board of Education
Wilma Basnett	Parma City School District
John Brett	Geauga County Board of Education
Ron Davidoff	Revere Local School District
Shirley De Laine	Cleveland City School District
Wayne Denny	Canton City School District
William G. Dodds	Euclid City School District
James Gides	Massillon City School District
Harold Hall	Portage County Board of Education
Ronald Hibbard	Summit County Board of Education
John Hulan	Warren City School District
Phil Isaac	Rocky River City School District
Walter Jones	Trumbull County Board of Education
Ronald Kendall	Mahoning County Board of Education
Jim May	Medina City School District
Peggy McCullough	Painesville Local School District
Robert Meadows	Akron City School District
Mary Lou Phipps	Kent City School District
Victor Rosetti	Ashtabula Area City School District
Richard Sheely	Youngstown City School District
Nancy Speck	Geauga County Board of Education
Elaine Trivelli	Stark County Board of Education

Facilitator: Richard J. Dragin

The Region 1 Staff Development Council established three goals for the 1982-83 school year: increase communication, develop inservice resources, and sponsor conferences.

Council members developed a monthly communication form to share local school districts' activities so that other districts could take part. This monthly communication was also designed to serve as a resource for speakers and model programs.

Other resources included the design of a computerized consultant referral system for school districts and a comprehensive catalog of exemplary instructional programs occurring at all grade levels in northeast Ohio schools. The catalog will facilitate research about these model programs and offer opportunities for educators to observe the instruction. Finally, the council began to investigate a system of videotaped, self-paced instructional modules for individual or small-group staff development in computer science, computer-assisted instruction, and other school-management systems.

The council also sponsored a conference on models of teaching which included three days of lectures and team training in selected teaching strategies. Led by Bruce Joyce, a national authority on teacher training, the conference was attended by 350 participants. The training of teams involved 110 people who agreed to refine their skills in guided practice at their schools and to participate in two follow-up workshops.

Another major training session coordinated by the council was a workshop on the Teacher Expectations and Student Achievement model. Workshop leader Mace Ishida, of the Columbus City School District, trained 40 participants in methods by which teachers can improve students' learning.

Region 2

Because of the geographical nature of this part of the state, three regional subgroups were formed:

Council Members

	Central Ohio Planning Council
Judy Balogh	Agency for Educational Development
Carolyn Broyles	Licking County Board of Education
Penny Guy	London City School District
Robert Hite	Newark City School District
Brenda Hollensen	Coshocton County Joint Vocational School District
Gerald Prince	Worthington City School District
	Southern Ohio Planning Council
Joyce Brown	Ross County Board of Education
Bob Bunting	Nelsonville-York City School District
Windsor Chacey	Athens City School District
Harry Gray	Wellston City School District
Cliff Jenkins	Scioto County Board of Education
Jim Lungo	Chillicothe City School District
Russell Moore	Meigs County Board of Education
Bill Rader	Ohio University
Ed Schiller	Ross County Board of Education
June Slobodian	Alexander Local School District
Sara Snell	Chesapeake Union Exempted Village School District
Rebecca Zuleski	Vinton County Board of Education
	Eastern Ohio Planning Council
Dora Jean Bumgarner	Marietta City School District
Crystal Gips	Ohio University
Joyce Howell	Edison Local School District
Donna Moore	Dover City School District
Gwen Morgenstern	Belmont-Harrison Joint Vocational School District
Jay Powell	Cambridge City School District
Bill Rader	Ohio University
Robert Robinson	Cambridge City School District
Shirley Smith	Muskingum College
Roger Stewart	Bridgeport Exempted Village School District

Facilitator: Mark T. Lentz

The three councils in Region 2 were concerned primarily with the identification of resources. Once the councils adopted bylaws, they identified resources and professional concerns. Each of the councils identified six priorities:

1. Area needs were identified in conjunction with the results of a statewide needs assessment completed by Teacher Development Program coordinators.
2. Responses to two *Research Within Reach* documents and considerations of how they could help meet the needs of school personnel in secondary mathematics and oral and written communication were shared.
3. National Diffusion Network programs were reviewed to determine the extent of their application to the needs of school districts in the region.
4. New state minimum standards were reviewed and discussed in terms of implementation and the significance of inservice education in the effort to secure compliance.
5. Council membership was expanded to include representatives from higher education and other school administrators closely linked to the staff development efforts in districts already represented on the councils.
6. Formal and informal exchanges of ideas, resources, and programs related to local and regional inservice education efforts occurred.

During the year there were several developments related to resource identification that were unique to each of the councils. The Central Ohio Planning Council, for instance, devoted a good deal of time to establishing a budget to meet the expenses of all three councils in Region 2. This council also planned a one-day workshop on staff development practices in high schools. Ed C. Pino, Fred Wood, and Ward Ghory will provide workshops at the conference scheduled in October 1983. Also planned for the conference is a panel discussion by human resource developers who are in charge of training programs in industries and businesses.

The Southern Ohio Planning Council also was quite active. Council members attended a proposal-writing workshop. They also held a meeting with Allen Myers, Dean of the College of Education, Ohio University, to discuss ways that the council could work more closely with the university.

The Eastern Ohio Planning Council spent time investigating the use of videotaped, self-instructional modules for staff development. Council members also had an inservice program in which they previewed management training films for their school districts.

Region 3

Council Members

Mike Barnhart	Troy City School District
Kay Bowling	Southwest Local School District
Leo Bradley	Clermont County Board of Education
Sally Brown	Kettering City School District
Margaret Cushing	Brown County Board of Education
Marilyn Jende	Montgomery County Board of Education
Charles Lambert	Princeton City School District
Irene May	Trotwood-Madison City School District
Dan Niswonger	Darke County Board of Education
Jerry Powell	Warren County Board of Education
Bruce Stewart	Champaign County Board of Education
Shirlee Williams	Cincinnati City School District

Facilitator: Norma K. Hostetler

The Region 3 Planning Council established two goals for the 1982-83 school year. The first goal was to provide principals and other school district personnel with assistance in developing competency-based education programs which are required under Ohio's recently revised Minimum Standards for Elementary and Secondary Schools. Three programs were presented in February and March by educators who have implemented competency-based education. Ronald Davidoff of the Revere Local School District (Summit County), Judith

March and John Sawyer from the Columbiana County Board of Education, and Zulfi Ahmad from the Cincinnati City School District described their programs and answered questions from participants. In total, 240 participants attended the competency-based education presentations. A needs assessment was completed by 80 participants at each of the programs. This assessment provided the council with data needed for follow-up. The data will also be used to help the council plan future conferences.

The council's second goal was to strengthen the role of the principal as an instructional leader. In the fall, educators from Southwestern Ohio will attend an awareness session on a clinical supervision model designed by Madeline Hunter, a nationally recognized scholar and trainer. Those participants who want to pursue intensive training with Madeline Hunter will take part in follow-up workshops to refine their skills in the seven teaching competencies identified by Dr. Hunter.

Region 4

Council Members

David Abbott	Maumee City School District
Richard Acierto	Erie County Board of Education
Gerald Bosh	Morrow County Board of Education
William Brannan	Williams County Board of Education
Herbert Broda	Wayne County Board of Education
Delbert Brown	Wood County Board of Education
Kenneth Deluca	North Ridgeville City School District
Cathy Dietlin	Lorain City School District
Daniel Graf	Wapakoneta City School District
Howard Henderson	Madison Local School District
Claire L. Jacobi	Maumee City School District
Glenn Lambert	Ottawa County Board of Education
Elizabeth Needles	Toledo City School District
Larry Pfrogner	Lorain County Board of Education
Ruth Riedy	Seneca County Board of Education
Basilda Rockhold	Hardin County Board of Education
Les Schultz	Lucas County Board of Education
Nancy Short	Crawford County Board of Education
Glenn Sprague	Morrow County Board of Education
Richard Stein	Celina City School District
Betty Whitted	Ashland City School District

Facilitator: Robert J. Mertz

The Region 4 Planning Council identified two priorities for the 1982-83 school year. The first need was a newsletter to share inservice ideas throughout the region. Published quarterly, the newsletter alerts staff developers to available resources and upcoming programs.

The second priority was a conference on "Shaping the Schools and Society for the Year 2000." Council members planned a one-day workshop which had a general session in the morning and small group discussions in the afternoon. The conference had two objectives: first, to disseminate knowledge about demographic and social trends in the 1980s so that staff development leaders could begin to plan curricular and instructional strategies; second, to begin to develop closer alliances between schools and businesses so that students will be better prepared for their careers.

The conference, held in April, opened with a keynote address by David Pearce Snyder, life-styles editor of *The Futurist* and a pioneer social forecaster. His presentation was followed by small group discussions led by representatives from government, business, and higher education. The seven small-group leaders were Sherrod Brown, Secretary of State; Jack Bargahiser of the Gordon Rupp Company; William Rapp from the Huffy Corporation; George

Kuebler from U.S. Steel; James Funk of the Andersons; Ora Wizenried from Kenton Structural Iron Works; and Gene Telego, Dean of Education, Ashland College. The conference was attended by 220 participants. A conference summary was published in the regional newsletter.

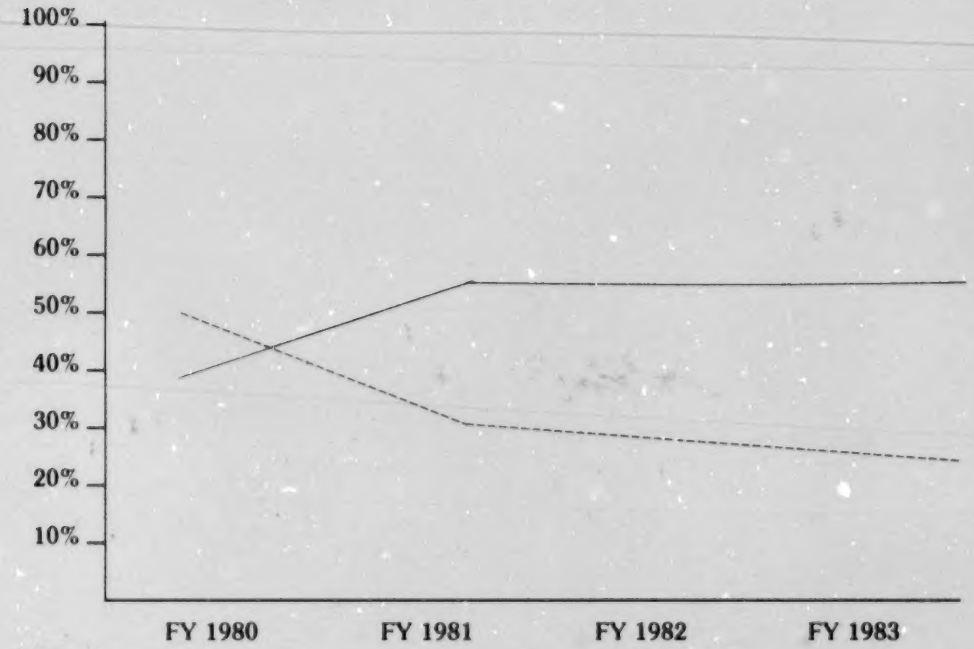
The final activity of the year was a June planning session, which established an agenda for the 1983-84 school year.

Summary

The planning councils enhance staff development by involving staff developers from school districts within the region in identifying and planning programs to meet regional priorities. Like the Teacher Development Program itself, which stresses local involvement of professionals in planning and delivering quality inservice activities, the regional councils sponsor inservice education activities that benefit school districts. Typically, the conferences and workshops are designed to provide supplementary inservice training that a single school district could not undertake because of the financial and logistical support needed.

Significant programs and nationally known speakers, often too expensive for a single district, can be successfully organized and funded on a regional basis. The councils can also sponsor staff development programs for groups of educators who share special interests or professional responsibilities. The councils, in short, are but one aspect of the Teacher Development Program — a statewide effort to improve schools.

STATISTICAL PROFILES

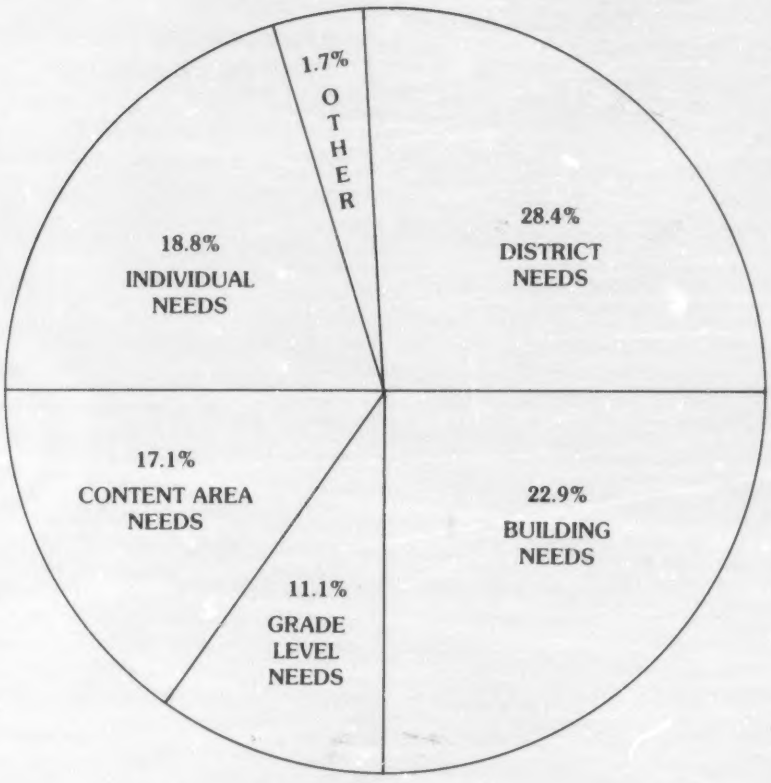


TEACHER AND ADMINISTRATOR REPRESENTATION ON PLANNING COMMITTEES, 1980-1983

——— Teachers

- - - - - - - - - - Administrators

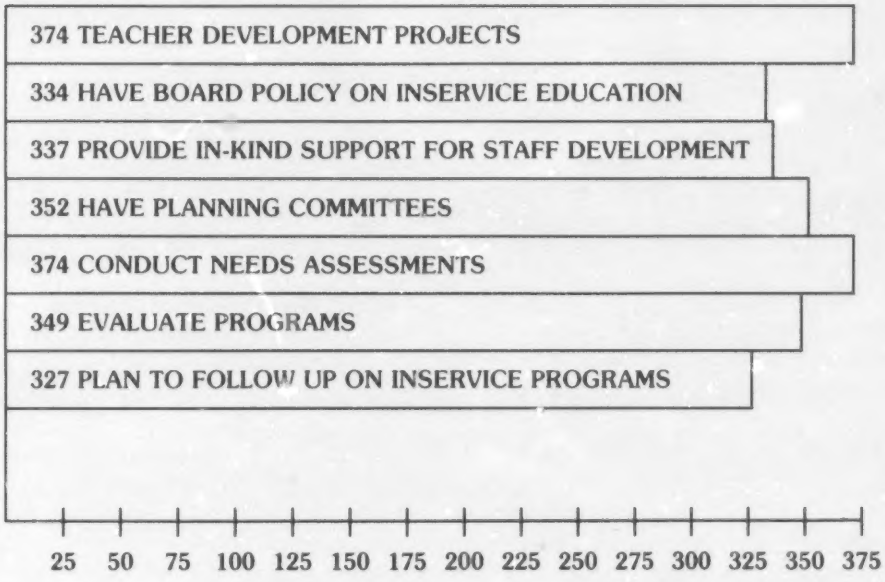
The increase in teacher representation suggests that teachers are playing a larger role in planning inservice programs. This trend toward having teachers plan and implement staff development programs will help to assure effective activities that produce change. Involvement of participants — whether teachers or administrators — is the key to implementing successful programs.



TYPES OF NEEDS BEING MET THROUGH THE TEACHER DEVELOPMENT PROGRAM FY 1983

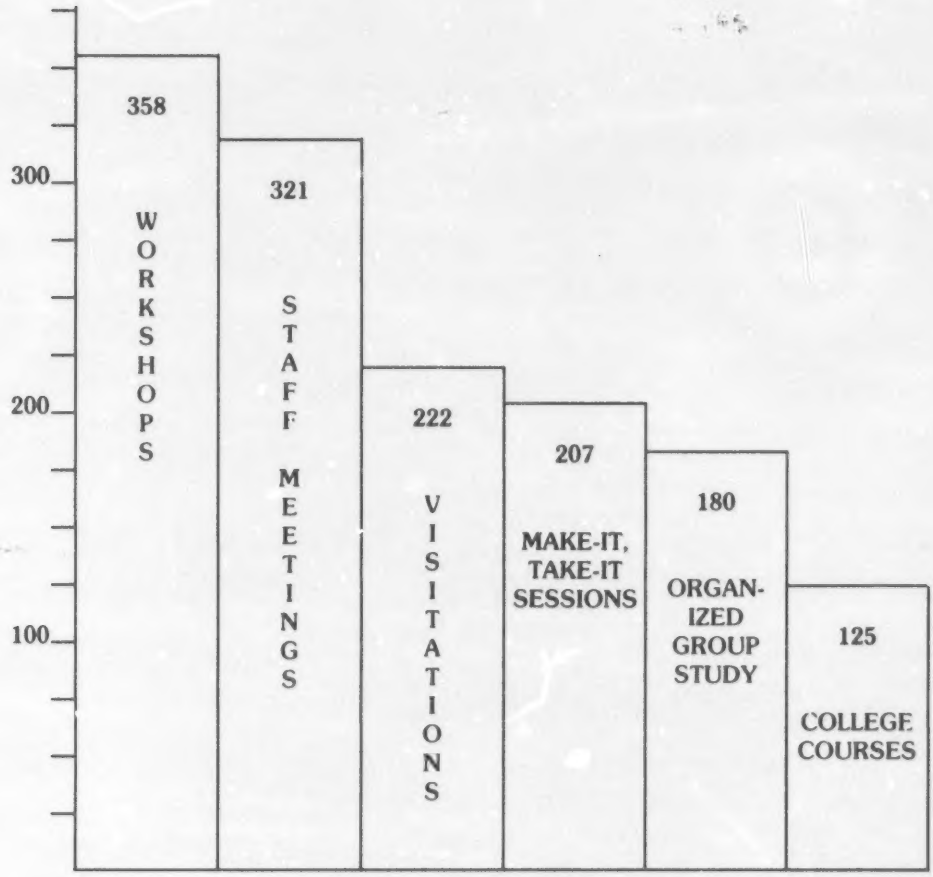
The variety of needs being met indicates the program's flexibility. Annually, school personnel establish priorities through the Teacher Development Program planning guide.

COMPONENTS OF EFFECTIVE STAFF DEVELOPMENT IN PROJECTS, FISCAL YEAR 1983


374 TEACHER DEVELOPMENT PROJECTS
334 HAVE BOARD POLICY ON INSERVICE EDUCATION
337 PROVIDE IN-KIND SUPPORT FOR STAFF DEVELOPMENT
352 HAVE PLANNING COMMITTEES
374 CONDUCT NEEDS ASSESSMENTS
349 EVALUATE PROGRAMS
327 PLAN TO FOLLOW UP ON INSERVICE PROGRAMS
25 50 75 100 125 150 175 200 225 250 275 300 325 350 375

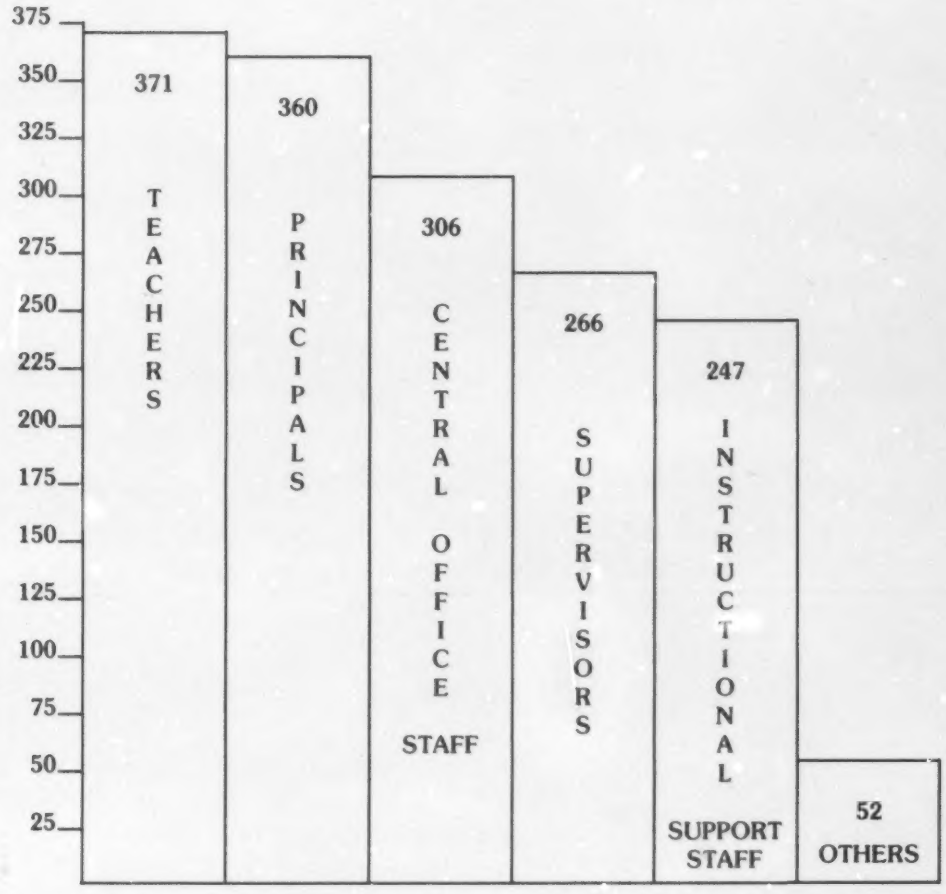
Throughout the four years of the program, there has been significant growth in the projects' implementation of the major components of effective staff development. The increased attention paid to evaluation and follow-up assures that the new skills will be used in classrooms.

PREDOMINANT TYPES OF STAFF DEVELOPMENT PROGRAMS IN THE PROJECTS DURING 1982-83 SCHOOL YEAR



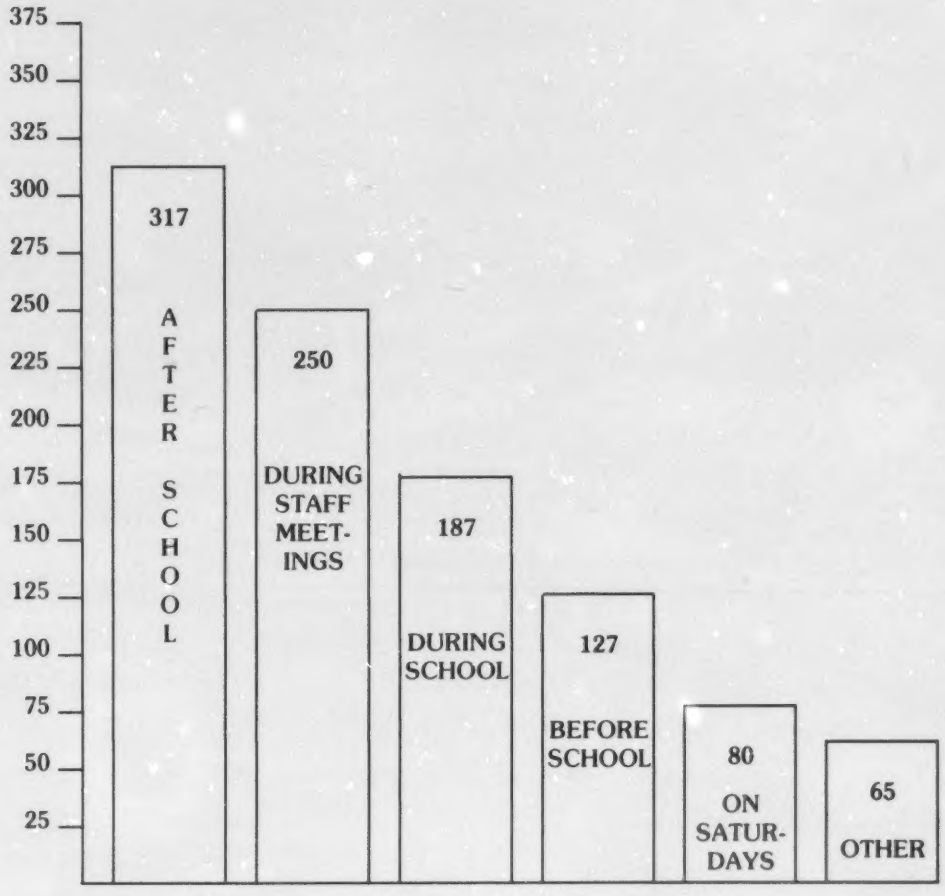
It is anticipated that as building-level inservice programs become more formalized the workshop format will become less predominant. Individual and group study on an ongoing basis should be encouraged. These types of format can be used effectively for small groups of teachers with specific content concerns such as music and art.

PARTICIPANTS IN DISTRICTS' INSERVICE PROGRAMS
FY 1983



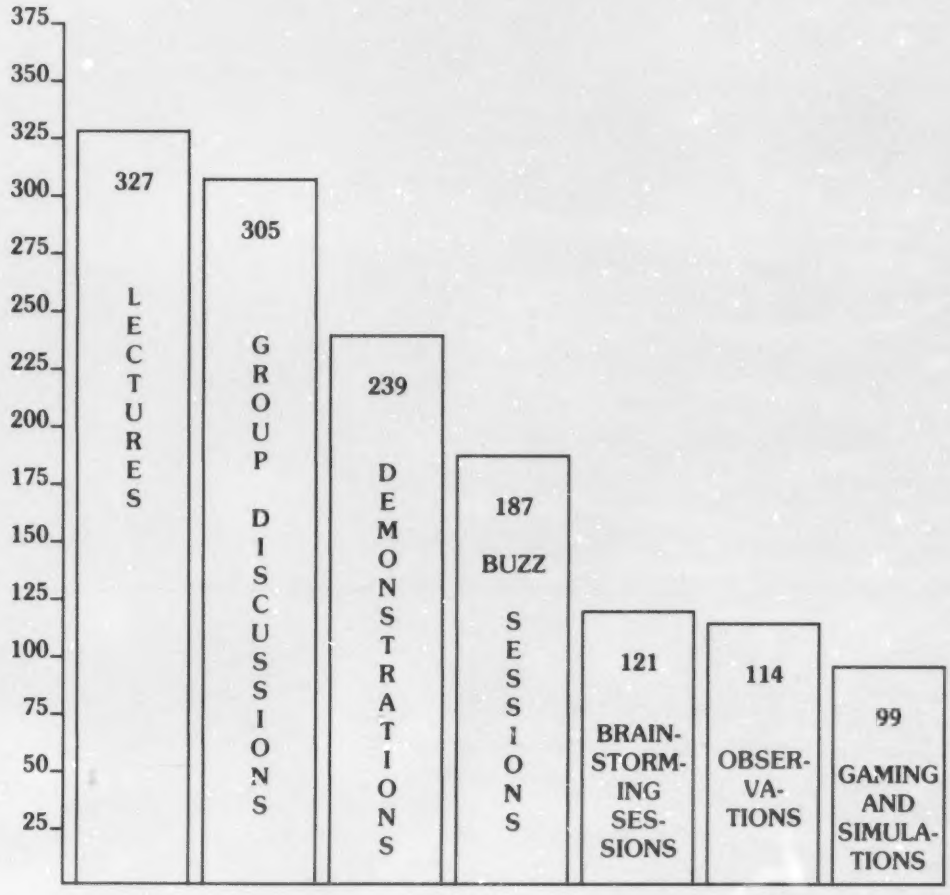
The widespread participation in inservice programs demonstrates that professional growth is an important element in many school districts. Staff development does not provide significant changes without such involvement on the part of the staff.

SCHEDULING PATTERN FOR INSERVICE ACTIVITIES
1982-83 SCHOOL YEAR

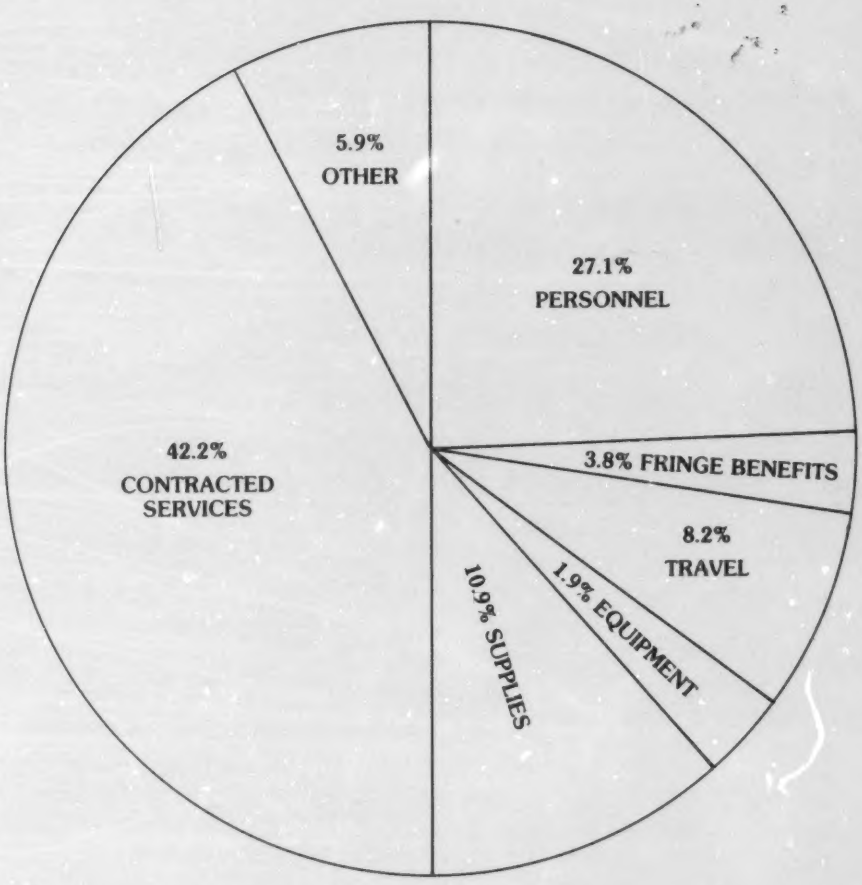


Scheduling inservice activities at appropriate times is a recurrent concern. Scheduling programs before or after school is a disincentive for some teachers. Staff development works better when teachers can use time within the school day for professional growth activities.

TYPES OF INSERVICE ACTIVITIES DURING 1982-83 SCHOOL YEAR



The reliance on lectures and group discussion suggests that learning activities may not be individualized enough to meet all participants' learning styles. Educators show they recognize that involvement is important by using activities such as group discussions. But other types of activities such as role playing and guided practice, which place participants in an active role, should be considered when activities are being planned.



PROPORTION OF MONEYS SPENT IN TEACHER DEVELOPMENT PROGRAM, FISCAL YEAR 1983

As educators implement ongoing inservice programs, it is anticipated that less money will be spent on outside consultants. Hiring one or two consultants can exhaust a small district's funds for the entire year. Staff developers will probably begin to allocate the money differently as staff development programs become more individualized and more focused on priorities at the building level.

NOTES

OFFICE OF INSERVICE EDUCATION
MATERIAL RESOURCES

Dissemination Report: Building-Level Staff Development and School Improvement

Dissemination Report: Systematic Planning for School Improvement

Educational Programs That Work

Focus on Inservice Education

Guidelines for Improving School Health Education K-12

Human Resource Directory

Impacts: A Report on the Teacher Development Program

Making Political Decisions

Motivation: Unleashing Learning Power

NDN: The National Diffusion Network

Office of Inservice Education Brochure

Public Education: A Resource Book

Publications Brochure

Research within Reach: Oral and Written Communication

Research within Reach: Secondary School Mathematics

Social Responsibility: A Teachable Skill

Staff Development Leadership: A Resource Book

Teacher Development Program Planning Guide and Guidelines

A Teacher's Introduction to Energy and Energy Conservation

Technology Programs That Work (NDN)

For Additional information Write To:

The Ohio Department of Education
Office of Inservice Education
65 South Front Street
Columbus, OH 43215
614/466 - 2979